

Laura Terrill
August 2014

Performance Toward Proficiency:
Familiarization with Proficiency Levels

2

"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us. Language is culture in motion. It is people interacting with people."

Sandra Savignon
Communicative Competence: Theory and Classroom Practice

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Individual Accountability

3

Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced with their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

| | | | | | | |
|----|----|---|---|---|---|---|
| 1. | 10 | 9 | 8 | 7 | 6 | 0 |
| 2. | 10 | 9 | 8 | 7 | 6 | 0 |
| 3. | 10 | 9 | 8 | 7 | 6 | 0 |
| 4. | 10 | 9 | 8 | 7 | 6 | 0 |
| 5. | 10 | 9 | 8 | 7 | 6 | 0 |

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lterrillisd622.wikispaces.com

4



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Workshop Goal:

5


Learn guiding principles for designing instruction and assessment to advance learner proficiency in the three modes of communication.

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What are your goals for today?

6

This will be a successful PD day if I can.....



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Teaching is

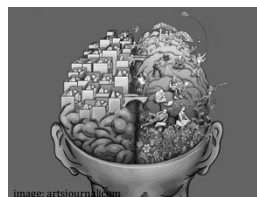


*what occurs
outside the
head.*

Ruby Payne

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Learning is



*what occurs
inside the
head.*

Ruby Payne

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Advanced Placement Exam Format

| Section | | Number of Questions | Percent of Final Score | Time |
|--|--|---------------------|------------------------|------------------------------|
| Section I: Multiple Choice | | | | Approx. 95 minutes |
| Part A | Interpretive Communication: Print Texts | 30 questions | 50% | Approx. 40 minutes |
| Part B | Interpretive Communication: Print and Audio Texts (combined) | 35 questions | | Approx. 55 minutes |
| | Interpretive Communication: Audio Texts | | | |
| Section II: Free Response | | | | Approx. 85 minutes |
| Interpersonal Writing: E-mail Reply | | 1 prompt | 50% | 15 minutes |
| Presentational Writing: Persuasive Essay | | 1 prompt | | Approx. 55 minutes |
| Interpersonal Speaking: Conversation | | 5 prompts | | 20 seconds for each response |
| Presentational Speaking: Cultural Comparison | | 1 prompt | | 2 minutes to respond |

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French AP - 2012

Presentational Writing: You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

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French AP - 2012

- **Presentational Speaking:** You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.
- In your presentation, compare your own community to an area of the French-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

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Performance towards Proficiency



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Communication

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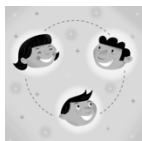
What does it mean to be proficient in a language?

OR

How will my students use what I am teaching in a real-life context?

OR

Will they really say it on the streets of (Paris)?



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Key Comparisons: Performance & Proficiency

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Performance

- Based on classroom instruction
- Practiced
- Familiar content and context
- Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

Proficiency

- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level

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ACTFL – Proficiency

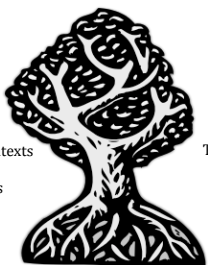
15

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

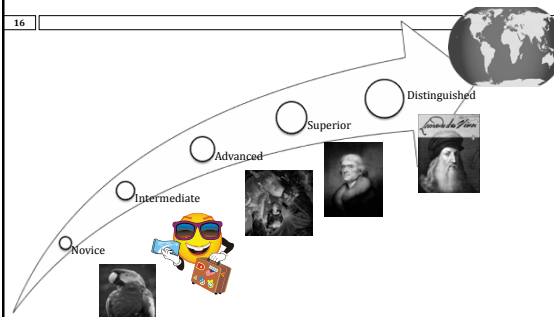
- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

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Chantal Thompson

Continuous growth toward proficiency

16



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Major Levels - Novice

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The "Parrot"

- Lists with words/phrases
- Makes attempts at conversation
- Memorized language
- Telegraphic
- Limited topic areas

WORD LEVEL



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Major Levels - Intermediate

The "Survivor"

- Creates with language; recombines and adapts learned material to express personal meaning
- Asks and answers questions about familiar topics
- Handles simple situations

SENTENCE LEVEL



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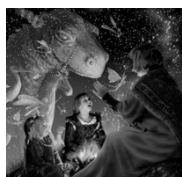
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Major Levels - Advanced

19

The "Storyteller"

- Full conversational partner
- Speaks with confidence
- Expands on a variety of concrete topics
- Narrates and describes in present, past and future time frames
- Handles a situation with a complication



PARAGRAPH LEVEL

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The LOW Sublevel:

20

(Threshold performance)

- Sustained but skeletal for the level
- "just hanging on"
- BARELY there



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The MID Sublevel:

21

- quantity and quality for the level
- SOLID
- some features of the next level



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The HIGH Sublevel:

22

- functions most of the time at the next higher level
- "fall" from above



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<http://aappl.actfl.org/demo>

Languages:

- Arabic
- Chinese
- French
- German
- Russian
- Spanish
- ESL

Results:

- Novice 1 – 4
- Intermediate 1 – 5
- Results by mode
- Feedback on how to improve

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Interpersonal Listening/Speaking - Novice

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Prompt

- Hello! My name is Antonia. What's your name?
- I am from Colombia. Where are you from?
- I'm in my room. Where are you?
- I take English and math classes. What classes do you take?

Novice-level Response

- My name Sam.
- I am in the United States.
- in Spanish class
- Science, Spanish, English, math.

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Interpersonal listening/speaking -Intermediate

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Prompt

- Let's talk about music. Tell me what kind of music you listen to. Why do you listen to this music?
- I listen to music on my iPod. How do you listen to music?
- Listen to this. This is The Zodiaks - my favorite group. Tell me about a group that is popular with young people in America.
- Your school has music programs, doesn't it? Tell me about one of them. What do the students do who participate in this program?

Intermediate-Level Response

- I like all music, um, without classical music. It is boring.
- Ah, I listen to my music on my telephone, but I have an I-Phone and also I have an I-Pod and, uh, my computer.
- Ah, a group that is very popular with young people in the United States and North America, um, is the Black-Eyed Peas group. All the members in the group are young and the music is, um, very good and all, um, like them.
- Ah, there is a band and an, ah, and, um, piano and guitar classes. Um, many people go to the school in order to see the band.

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Interpersonal-Listening/Speaking - Advanced

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Prompt

1. It's been great talking to you in Spanish. Tell me, why did you decide to study Spanish? Why did you make that decision?
2. **Do you remember an occasion when you needed to speak Spanish? What happened? Tell me the whole story—I want to know all the details.**
3. How do you plan to continue improving your Spanish? How do you plan to use your Spanish in the future?
4. I want to learn English. Can you recommend a television show that will help me learn English? Why do you think this program will help me improve my English?

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Interpersonal Listening/Speaking
Advanced - Response

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2. Well, I use my Spanish a great deal in my work because I work in a pharmacy where I have to speak with patients that don't speak English almost every week. But one very special time was when I was like nine years old, I think. I was in Cancun, Mexico with my family for Christmas. And we were, um, we went by bus and we wanted to visit the city. Then, we went on the bus and my mother didn't know when we had to leave the bus. Then we were there for like three hours. Then, I, when I was 9 years old, had to talk with the, ah, the uh, the one who drives the bus and he, he finally told me that we forgot to leave the bus two hours ago and he took us to, to the street that we needed and we were very [attempts unsuccessfully to say thankful] because we were the last ones the last ones on the bus and no one else was there and we didn't know what to do. Well, because I could speak Spanish with the, with the man, umm, he drove to, to the street. Thank you.

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Presentational Writing – Advanced

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/>

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Alejandro Sanz Yesterday, Tuesday, November 15th, 2005, the fans of the Spanish singer Alejandro Sanz, were able to see and hear his idol in person at the Radio City Music Hall in New York City. The tickets were sold out a month ago, and the performance of Alejandro Sanz was superior. As usual, Alejandro sang his most popular songs such as "El Alma al Aire" ("The Soul in the Air"), "Mi Soledad y Yo" ("My Loneliness and I"), "Heroe" ("Heroe"), and more. The concert started on time at 8pm and finished at 11pm. Three excellent hours of an outstanding performance, Sanz, gave to his fans from all over the world. The adrenaline of the fans was high with the romantic voice of the singer. Also, there were some lucky ones who were able to hold hands with their idol, and show their affection by giving to their favorite singer some gifts, such as flowers, teddy bears, chocolate boxes, etc. Furthermore, the price of the tickets were from \$85.00 to \$300.00, and all the tickets were sold out a month ago. There is not doubt the Alejandro Sanz has won his fans' heart. Personally, I believe that Alejandro Sanz is an excellent singer and his sense of humor, his personality, his passion for believing in the true love, makes him a unique singer.

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Presentational Writing – Advanced

29

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Moving from one level to the next...

30


At any level:

- Perfection is NOT the goal
- Need to feel successful within partial control, and push learners (level check – then probe), to get to full control

To get to the next level, focus on:

- Elaboration (more specific and descriptive)
- Narration (connection of ideas, sentences)
- Using language to accomplish the function
- Using language more spontaneously, more independently

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| Text Type | | Quantity and Organization of Language Expands |
|---|--|---|
| 31 | | |
| <ul style="list-style-type: none"> □ Isolated words □ Words and phrases □ Discrete sentences □ Strings of sentences □ Connected sentences □ Single paragraphs □ Multiple paragraphs □ Extended cogent discourse | |  |
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| ACTFL Proficiency Guidelines 2012 - Speaking | |
|--|---|
| 32 | |
| Novice | <ul style="list-style-type: none"> • communicate short messages on highly predictable, everyday topics that affect them directly. • use isolated words and phrases that have been encountered, memorized, and recalled. • may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech. |
| Intermediate | <ul style="list-style-type: none"> • create with the language when talking about familiar topics related to their daily life. • recombine learned material in order to express personal meaning. • ask simple questions. • can handle a straightforward survival situation. • produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. • understood by interlocutors who are accustomed to dealing with non-native learners of the language. |
| Advanced | <ul style="list-style-type: none"> • engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. • narrate and describe in the major times frames of past, present, and future. • can deal with a social situation with an unexpected complication. • speak in paragraphs; the language is abundant. • sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech. |
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| NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal | | | | | | |
|--|---|---|---|--|--|--|
| 33 | | | | | | |
| Novice Low | Novice Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | |
| I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. | I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. | I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life. | I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. | |
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| NCSSFL-ACTFL Global Benchmarks Presentational Writing | | | | | | |
|--|---|---|--|---|--|--|
| 34 | | | | | | |
| Novice Low | Novice Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | |
| I can copy some familiar words, characters, or phrases. | I can write lists and memorized phrases on familiar topics. | I can write short messages and notes on familiar topics related to everyday life. | I can write briefly about most familiar topics and present information using a series of simple sentences. | I can write on a wide variety of familiar topics using connected sentences. | I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames. | |
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| AAPPL Score Description – Int 3 | | |
|--|--|--|
| 35 | | |
| Interpretive | Interpersonal | Presentational |
| Your AAPPL Interpretive Reading/Listening score of 1-3 means that you understand main ideas and supporting facts in short passages on familiar topics. You may need to read/hear complex passages more than once. Context clues or prior knowledge may help you understand what you read/hear. | Your AAPPL Interpersonal Listening/Speaking score of 1-3 means that you maintain conversations about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can connect some sentences together. You ask and answer a variety of questions. You do all of this in a way that your teacher and others who are used to language learners easily understand what you are saying. | Your AAPPL Presentational Writing score of 1-3 means that you write about yourself and your life. You write well enough to accomplish what you need and pose a variety of questions. You can write some longer sentences and connect some sentences together. You do all of this in a way that your teacher and others who are used to the writing of language learners readily understand your writing. |
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| Cinderella | |
|---|---|
| |  |
| <p>Level I</p> <p>Cinderella is a girl. She isn't happy. She works a lot. Her mother doesn't like Cinderella. She has two sisters. They don't like Cinderella. There is a ball. Cinderella doesn't go to the ball....</p> <p>Level II</p> <p>Cinderella is a poor young girl. She has two sisters who are not nice. And her mother doesn't like her much. One day the family is going to go to the ball at the king's castle. Cinderella can't go because she doesn't have a pretty dress....</p> | |
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Level 3



Once upon a time there was family of two sisters and their mother. They had a step-sister, Cinderella. The mother loved her two ugly and mean daughters, but she didn't like Cinderella, who was beautiful and nice. One day, the king invited all the young girls to meet his son, the prince. But Cinderella, who didn't have anything nice to wear, couldn't go....

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Level 4



Once upon a time there was a family composed of a mother and her two mean and ugly daughters. In the small house lived Cinderella, the step-sister, who had to do all the household chores. Because of her great charm and beauty, Cinderella was hated by her step-mother and two step-sisters who were jealous. One day, there was an invitation sent by the king, who was giving a grand ball at the castle in honor of his son. All the young girls of the kingdom were invited; except Cinderella who, not having anything to wear for such a rich ball, could not attend....

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Level 5



Once upon a time there was a girl named Cinderella whose step-mother made her work all day long. But her two vain and lazy step-sisters would only walk around in their beautiful dresses making fun of Cinderella who was always dressed for doing household chores. One day, a letter arrived from the king who was making preparations for a grand ball at which his son would choose his future bride from among all the young girls of the kingdom. Cinderella really wanted to attend but couldn't because all she had were the old charwoman clothes she was wearing.

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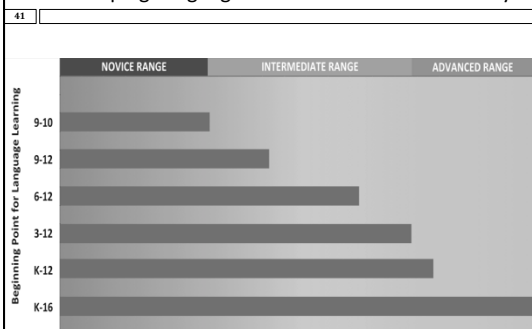
Spiral the Topic: Family



| Novice Mid - High | Intermediate Low | Intermediate Mid-High | Advanced Low |
|--|---|---|---|
| <ul style="list-style-type: none"> Who are the people in this picture? Describe them. What do they like to do? What don't they like to do? | <ul style="list-style-type: none"> What are the members of this family doing? What questions would you like to ask about this family? | <ul style="list-style-type: none"> This family spends time together each week. What traditions exist in your family? Explain one tradition in detail. What are you currently doing to create or continue family traditions? What traditions will you establish when you have a family of your own? Describe a tradition that you hope will exist in your future. | <ul style="list-style-type: none"> Many believe that families who have strong traditions have a better quality of life. Do you agree or disagree with this belief? What impact would stronger families have on our society? Support your opinions with specific examples. |

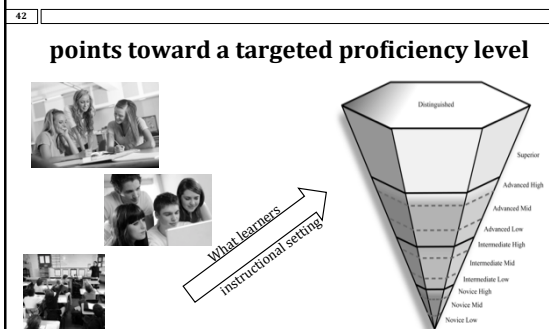
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Time as a Critical Component for Developing Language Performance and Proficiency



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What learners demonstrate in the familiar context of the instructional setting



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Your "apple save" moment....



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Three Modes of Communication

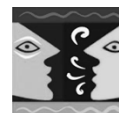
44



Interpretive



Presentational



Interpersonal

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Interpretive Mode: Characteristics

45

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication....

46

| is not | is |
|---|--|
| translation. | context-driven understanding (gist). |
| a hunt for trivial details. | whole picture; mediating meaning with the text; a focused task. |
| glossed readings; teaching all new vocabulary first. | familiar words in new context; and new words in a familiar context. |
| reading, listening or viewing from the reader's perspective only. | using the author's perspective and cultural perspective. |
| reading word for word. | re-phrasing chunks; retelling; predicting; and using structural clues. |

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Importance of Authentic Texts

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Authentic Text – text written by speakers of the target language for speakers of the language



- Real-world
- Culture rich
- Models of correct language

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Le blobfish, que l'on pourrait traduire par «poisson-tache», existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix. *1jour1actu* te raconte son histoire.



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

48
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CHIEN PERDU



le 7 juillet 2011 à Torcy (77200)
perdu Husky de Sibérie
femelle marron et blanc
tatouage, puce: oui, mais étrangers!

La chienne est identifiée par puce électronique donc si vous la trouvez amenée la chez un vétérinaire qui scanner la puce et aura les informations.

Si vous avez la moindre information, s'il vous plaît contactez nous
Mathilde, Tél: 07.86.51.86.54
Tatiana, Tél: 02.37.34.73.84
Email: olya.kravtsova@gmail.com

Récompense
Ne restez pas indifférent. Demandez à vos amis, peut-être quelqu'un d'eux a vu ce chien. Merci beaucoup.

Se busca Poodle



Responde al nombre de "PELUDO"
Porta un collar color Rojo y una placa con su nombre.
Fue visto por última vez frente al estadio de Rangers.


Por favor, si lo ven llamen a uno de los siguientes números, gracias.

74095582 ó 78660783

Se ofrece recompensa económica.

Complex Thinking — Simple Language

50




No soy un abrigo.

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Helena Curtain

Before Reading

51




- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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During Reading

52




- Guided
- Active
- Silent
- Individual

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After Reading

53




- clarify
- reinforce
- extend knowledge

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In Search of the Coquí

54



¿Hay flores que curan el cáncer?

¿A dónde van los científicos en busca de remedios?

De las 3,000 plantas que se sabe tienen propiedades que combaten el cáncer el 70% son especies de bosques pluviales. La "jirivera" ha ayudado a miles de niños con leucemia. Los científicos estudian los bosques de los trópicos, incluyendo los de Puerto Rico, con la esperanza de descubrir nuevas plantas milagrosas.

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In Search of the Coquí

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Students will travel to various sites in Puerto Rico in search of the elusive coquí. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coquí. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coquí.

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Language and Level / Grade

Spanish Novice Mid- High

Theme/Topic

Contemporary Life – In Search of the Coquí

Essential Question(s)

- How do we begin to understand another place?
- Why is the rainforest so important?

Goals

- Students will be able to:
- locate and name traits common to rainforests; compare local natural areas to rainforests
 - discuss activities common to Puerto Rico identifying those things that they want to do
 - explore websites for information on Puerto Rico and the El Yunque rainforest
 - create an informational story that makes others aware of Puerto Rico and the beloved coquí

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Everywhere Coquíes! / ¡En dondequiera coquíes!

Nancy Hooper
ISBN 0942929144

57



A
C
T
I
V
E

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A.C.T.I.V.E.

58

Ask Questions

Moving from text explicit to text implicit

- | | | |
|-------------|----------|--------------|
| Who? | What? | When? |
| Where? | Why? | Which would? |
| If....then? | Who can? | How did? |



Laura Terrill, ACTFL ISD 622, 2014

A.C.T.I.V.E.

Ask Questions

59

All the coquíes lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name "co-quí, co-quí, co-quí," soon after they were born.

All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.

Hundreds of green parrots lived in the same rain forest. And unlike the coquíes, the parrots chattered all day....but slept all night. Or tried to.

Laura Terrill, ACTFL ISD 622, 2014

A.C.T.I.V.E.

60

Connect:

- Text-to-self
- Text-to-text
- Text-to-world

Read aloud a short text and think aloud your comments.

- | | |
|------------------|----------------|
| Interesting idea | I'm confused |
| I disagree | Important idea |
| I remember | I'm surprised |
| I wonder | |


Laura Terrill, ACTFL ISD 622, 2014



A.C.T.I.V.E Visualizing

67

claves
güiros
maracas
cuatros
vejigante masks
santos



Laura Terrill, ACTFL ISD 622, 2014


A.C.T.I.V.E

68

Eureka!

Retell or synthesize what has been read.

Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.



Laura Terrill, ACTFL ISD 622, 2014

R.A.F.T

69

| Role | Audience | Format | Topic |
|-----------------------|----------|--------|---|
| parrot | coquís | letter | Complaining about the noise |
| parrot | coquís | song | Begging them to return |
| coquís | parrots | note | Apologizing for keeping them awake |
| people of Puerto Rico | coquís | poem | Expressing how much you love their sounds and what they mean to you |
| ? | ? | ? | ? |

Laura Terrill, ACTFL ISD 622, 2014


Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.





Laura Terrill, ACTFL ISD 622, 2014


<http://www.elboricua.com/BoricuaKids.html>

71

1  Read

3  Remember

2  Cover

4  Retell

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Proof for / Proof against

72

| Proof For | | Proof Against |
|-----------|---|---------------|
| | Juan Ponce de Leon was born in Puerto Rico. | |
| | Puerto Rico was the name of the island when Christopher Columbus arrived. | |
| | Juan Ponce de Leon was very talented. | |

Laura Terrill, ACTFL ISD 622, 2014

Magnet Summaries

Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier explorer
Columbus
colony Puerto Rico
governor, tomb, estate

Juan Ponce de Leon was a soldier and an explorer. He fought for Spain, then traveled to the new world with Columbus. There, he became governor of Puerto Rico. Today you can visit his tomb and his former home.

Laura Terrill, ACTFL ISD 622, 2014

Buehl, 2001

Assessment in Target Language or English?

| Alimenti e bevande | | Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie | |
|---|------|--|-------------------|
| | Kcal | Donna (peso 60 kg) | Uomo (peso 73 kg) |
| Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate | 300 | 115 minuti | 95 minuti |
| Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10) | 350 | 135 minuti | 110 minuti |
| Panino con hamburger al doppio formaggio | 450 | 170 minuti | 140 minuti |
| Patatine fritte (porzione media da fast food) | 340 | 130 minuti | 110 minuti |
| Una porzione di profiterol (g 100) | 280 | 110 minuti | 90 minuti |
| Una lattina di bibita zuccherata (330 cc) | 130 | 50 minuti | 40 minuti |

Laura Terrill, ACTFL ISD 622, 2014

Interpretive Assessment



El coquí es de Puerto Rico. Su nombre científico es **Eleutherodactylus**. Eleutherodactylus quiere decir el de los dedos libres, pues no tiene membranas entre sus dedos. Para mí, tiene también el alma libre, pues, le gusta andar suelto y cantar a su antojo por entre las hierbas.

Hay 16 diferentes especies; sin embargo, solamente dos producen el sonido "co-qui". Los hay terrestres y arbóreos.

Todos los coquíes tienen "almohaditas" en las puntas de los dedos de pies y manos. Los coquíes no pasan por la etapa de renacuajo y salen del huevo, siendo una copia pequeña de sus padres.

El canto del coquí es un canto melodioso y fino. Quién lo escucha y nunca lo ha visto cree que es un delicado pajarito. Su canto es como un suave arrullo que puebla las noches de nuestra patria borincana.

Laura Terrill, ACTFL ISD 622, 2014

<http://home.coqui.net/sendero/popupcoqui.htm>

Interpretive Assessment

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Laura Terrill, ACTFL ISD 622, 2014

<http://home.coqui.net/sendero/popupcoqui.htm>

Interpretive Assessment

translated using google translate

The coqui is Puerto Rico. Its scientific name is Eleutherodactylus. Eleutherodactylus means the fingers of the free, as it has webs between their fingers. For me, it also has free soul would you like to ride loose and sing at will by the weeds.

There are 16 different species; however, only two produce the sound "co-kee". Some are terrestrial and arboreal.

All coquíes have "little pillows" on the tips of fingers and toes. Coquíes not go through the tadpole stage and hatch, with a tiny copy of his parents.

The singing of the coqui is a sweet and fine singing. Who listens and never has been believed to be a delicate bird. Her singing is like a soft lullaby that fills our nights borincana homeland.

Laura Terrill, ACTFL ISD 622, 2014

<http://home.coqui.net/sendero/popupcoqui.htm>

ACTFL Interpretive Comprehension Task Guide

Key Word Recognition. Find in the article the word/phrase in the target language that best expresses the meaning of each of the following English words/phrases.

- species
- scientific
- song
- a free soul
- hasn't seen

Main Idea(s). Using information from the article, provide the main idea(s) of the article in English.

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ACTFL Interpretive Comprehension Task Guide

79

Supporting Details. Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.

1. Coquí sound like parrots.
2. There are 16 varieties of coquí that sing "co-qui".
3. Coquí sing mostly at night
4. Coquí are hatched looking like their parents.
5. Many Puerto Ricans think the song of the coquí is like a lullaby.
6. Coquí live only in trees.
7. The sound of the coquí is heard only in Puerto Rico.

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ACTFL Interpretive Comprehension Task Guide

80

Guessing Meaning from Context. Based on this passage write what the following 3 words/expressions probably mean in English.

1. solamente dos producen
2. la etapa de renacuajo
3. terrestres y arbóreos.

Inferences. "Read/listen/view between the lines to answer the following questions, using information from the text.

Why would the coquí frog need clean water?

Laura Terrill, ACTFL ISD 622, 2014

81

Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

- Tovani

Laura Terrill, ACTFL ISD 622, 2014

lauraterrill.wikispaces.com

Laura Terrill, ACTFL 2014 - Jessamine, KY

<http://lauraterrill.wikispaces.com/Authentic+Materials>

Laura Terrill, ACTFL 2014 - Jessamine, KY

<http://www.pinterest.com/lterillindy/>

Laura Terrill, ACTFL 2014 - Jessamine, KY

huffingtonpost.com

» Luis Suarez a par ailleurs énormément fait réagir sur Twitter après sa morsure à l'épaule sur Giorgio Chiellini



A la 70e minute, Suarez a mordu le stoppeur italien, qui a ensuite montré la petite entaille en tirant sur son maillot. Ce geste pourrait valoir des problèmes à l'attaquant de Liverpool si la commission de discipline de la Fifa se saisit de ce cas en visionnant les images.

Laura Terrill, ACTFL 2014 - Jessamine, KY

http://1jour1actu.com

MILAN L'ACTU DU JOUR

PLANÈTE 9 juin 2012

Le mot du jour : cacao

Bientôt la fin du chocolat ?




Sur cette photo, tu peux voir un employé récolter les cabosses d'un cacaoyer, à Divo, en Côte d'Ivoire, en octobre 2010. C'est dans ces cabosses que l'on trouve les fèves de cacao. Et c'est à partir de ces fèves que l'on fabrique le cacao. (© AFP Photo/Sia Kambou)

Laura Terrill, ACTFL 2014 - Jessamine, KY

Interpersonal Mode

87

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Laura Terrill, ACTFL ISD 622, 2014

Interpersonal Communication....

88

| is not | is |
|--|--|
| one-way communication | two-way exchange. |
| memorized (skits, dialogues). | spontaneous and unpredictable. |
| only asking all the questions. | helping each other. |
| strict turn taking. | following up and reacting; maintaining the conversation |
| ignoring your partner; waiting to say something. | indicating interest; interactive body language; eye contact. |
| overly concerned about accuracy. | focused on the message. |
| giving up when you don't understand. | Asking for clarification if communication fails/falters. |

Laura Terrill, ACTFL ISD 622, 2014

Communicatively Purposeful?


89

| More Traditional Activity | Communicatively Purposeful.... |
|--|--|
| Find out which classes you have in common | Find out who has the busiest day this week |
| Describe your ... to your partner | Find out how compatible you and your partner are in the area of ... |
| Provide a summary of a story or article | Work with your partner to retell story or summarize an article |
| Present a work of art to the class | Go on a gallery walk (art on classroom walls) with a partner to decide on a work of art for your city's museum to purchase |
| Give five reasons for taking a trip to ... | Identify ways that you and your partner could provide service on a trip to address a global issue |

Laura Terrill, ACTFL ISD 622, 2014

Asking Questions

90



Laura Terrill, ACTFL ISD 622, 2014

Raise the proficiency level

91

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Laura Terrill, ACTFL ISD 622, 2014

Raise the proficiency level

92

Create a sentence that combines the ideas in both images.



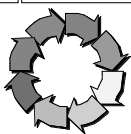
1. but
2. not
3. never
4. and
5. because
6. then
7. always



Laura Terrill, ACTFL ISD 622, 2014

Raise the proficiency level.....

93



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...

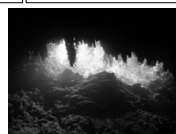


Find out what your partner did last night.
Ask a follow-up question to get more details.

Laura Terrill, ACTFL ISD 622, 2014

Have a conversation about these pictures.

94



Laura Terrill, ACTFL ISD 622, 2014

Do you want to?

95

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall



swim at the beach



snorkel



hike in the rainforest

Laura Terrill, ACTFL ISD 622, 2014

Do you want to?

96

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



swim at the beach



snorkel

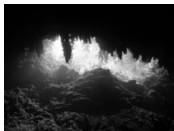


hike in the rainforest

Laura Terrill, ACTFL ISD 622, 2014

Do you want to? Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.

97



explore a cave



zipline



play in the waterfall



swim at the beach



snorkel



hike in the rainforest

Laura Terrill, ACTFL ISD 622, 2014

Do you want to.....? I want/don't want...

98

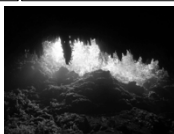


- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

Laura Terrill, ACTFL ISD 622, 2014

Discuss your vacation plans with your partner.

99



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Brainstorming

words related to activities/making plans

100



LA BESTIA
Esta excursión es diferente a todas las otras. En esta, ubican a la persona dentro de un arnés o coraza humana enorme, mientras uno se recuesta para que se conecten las cuerdas a la espalda. Así que vuelas por el aire como un pájaro. (Superman o Ironman). Me parece que éste es el único en su clase que se practica en Puerto Rico.

Laura Terrill, ACTFL ISD 622, 2014

Brainstorming

101

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.
- Students pair - must create mini dialogue that seems appropriate to the situation, no notes but may look at displayed words. Set time limit appropriate for level.
- Students pair differently - same mini dialogue, list is not visible.

Laura Terrill, ACTFL ISD 622, 2014

Develop the Role Play

102



Make plans for your time in Puerto Rico.

- Discuss what you would do each day; consider the weather.
- Comment on what teenagers in Puerto Rico like to do.
- Discuss something you really want to do and something that isn't of great interest.
- Justify why you don't want to do something.

Laura Terrill, ACTFL ISD 622, 2014

Talking about realia....

103

Pair students. Give them a time limit and tell them to create a conversation that incorporates the information found in the document/visual. Tell them to start over if they run out of things to say.



Laura Terrill, ACTFL ISD 622, 2014

What's different? Teach Circumlocution.

104



Laura Terrill, ACTFL ISD 622, 2014

Maintain the Conversation

105



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Structured Debate

106

Imagine their lives.
Where would you rather live and why?



What might cause you to change your mind and why?

Laura Terrill, ACTFL ISD 622, 2014

Structured Debate

107



<http://1jour1actu.com/debat/>

Should begging be banned from downtown areas?

Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

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Summative Assessment - Interpersonal

108

Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.

- ❖ comment on what you plan to do/see in the rainforest
- ❖ comment on the weather/environment in relation to your plans
- ❖ accept and refuse suggestions for other places saying what you want to do there
- ❖ mention a few foods/beverages you want to have

Laura Terrill, ACTFL ISD 622, 2014

Testing Day

1. On-deck Area

Students:

- Select images
- Practice both roles

- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the ondeck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

2. Performance Area

Teacher:


- Indicates who starts
- Sets timer
- Assesses performance

3.

Students in class work quietly on assigned task.

Laura Terrill, ACTFL ISD 622, 2014

performance
interpretive
perspectives






proficiency
connections
interpersonal

Laura Terrill, ACTFL ISD 622, 2014

Presentational Mode

111

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Laura Terrill, ACTFL ISD 622, 2014

Presentational Communication....


112

| is not | is |
|---|---|
| negotiated communication. | one-way communication. |
| random. | practiced, rehearsed, polished, edited. |
| unplanned. | organized. |
| speaking or writing in a vacuum. | an awareness of audience (formal/informal; cultural context). |
| reliance on circumlocution | improved by using appropriate tools – dictionary, spell-check, etc. |
| speaking or writing only for the teacher. | produced for an intended audience and purpose. |

Laura Terrill, ACTFL ISD 622, 2014

Writing is Thinking

113




Writing Makes Thinking Concrete

Laura Terrill, ACTFL ISD 622, 2014

Writers consume more than they produce.

114



- Read like a writer.
- “Steal” characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader's attention. Think about how you might use a certain technique.

Laura Terrill, ACTFL ISD 622, 2014

Less is more?

115



<http://www.sixwordmemoirs.com>



<http://www.101words.org/>



<http://flashfictiononline.com/main/>

Laura Terrill, ACTFL ISD 622, 2014

<http://olc.spsd.sk.ca/de/pd/instr/strats/storymapping/index.html>

Ideas

116



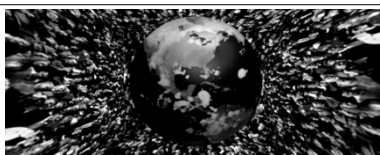
Ideas make up the content of the piece. Writers move from the general to the specific. *"They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!"*

Ruth Culham

Laura Terrill, ACTFL ISD 622, 2014

Teammates Consult

117



What are the implications of reaching 7 billion for the Earth's population?

Discuss with your group. Then, pick up a pen and write an answer in your own words.

Laura Terrill, ACTFL ISD 622, 2014

Sentence Fluency

118



"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."

Ruth Culham

Laura Terrill, ACTFL ISD 622, 2014

Write 5 sentences about summer....

119



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

Laura Terrill, ACTFL ISD 622, 2014

Teach transitions

120



but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now


Laura Terrill, ACTFL ISD 622, 2014

127



Laura Terrill, ACTFL ISD 622, 2014

128



Conventions

"Students in classes where conventions are valued over everything else get a distorted view of writing... Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."

Ruth Culham

Laura Terrill, ACTFL ISD 622, 2014

Conventions

129

| | | |
|--|---|---|
| Correct use of all conventions | ⇒ | Risk-taking |
| Writing errors are bad, they are indicators of failure | ⇒ | Writing errors are good, they are opportunities for instruction |

"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."

--Culham


Laura Terrill, ACTFL ISD 622, 2014

Performance Tasks

130

| Interpretive Mode | |
|---|---|
| Students will read and view short texts on different aspects of Puerto Rican culture. They will use the information from the texts to create a schedule for their time in Puerto Rico. They will consider the environmental impact of different tourist activities and evaluate their schedule in terms of eco-tourism. | |
| Presentation Mode | Interpersonal Mode |
| Students will create an additional event for the story <i>Everywhere Coquí</i> . They will identify another location on the island of Puerto Rico for the coquí as they attempt to escape from the parrots in the rainforest. They will select a location, say what the coquí see and do while there and then indicate that they are moving on. | Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island. |

Laura Terrill, ACTFL ISD 622, 2014




Standards-based Grading

What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.wuolac.com/photos/dlaidid/4954719152/sizes/m/>
Markus Koljonen - website: <http://blackswan.carbonmade.com>

Standards-based Grading

132



| Category | Percent | Description |
|-----------------|---------|--|
| Learning Checks | 10 | Achievement - homework, participation, in-class work, vocab and grammar quizzes |
| Interpretive | 30 | Performance - reading/listening based on authentic text that they are seeing or hearing for the first time |
| Interpersonal | 30 | Performance - unrehearsed communication with a partner, teacher is not a partner |
| Presentation | 30 | Performance - rehearsed writing or speaking, ideally for an audience beyond the teacher |

Laura Terrill, MICDS 2014

133



A large black question mark is on the left, and a group of exclamation marks of various sizes and shades of gray is on the right.

Laura Terrill, ACTFL ISD 622, 2014



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lterrillisd622.wikispaces.com

The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

Laura Terrill, ACTFL ISD 622, 2014